



St Thérèse of Lisieux Catholic Primary School Policy for Educational Visits



Date	Review Date	Responsible Persons
<u>September 2017</u>	<u>September 2019</u>	<u>C. Stott</u>

At St Therese of Lisieux RC Primary School all our policies and practices are based on our school mission statement: 'To Live in Love'

In order to '*Live in Love*' we are called:

- To Love God
- To Love Each Other
- To Love Ourselves

Aim

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits are an essential element of good primary practice and a key feature of our curriculum offer here at St Therese of Lisieux

Purposes

Educational Visits can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively teachers may decide to use an educational visit at any time during a topic to enhance and support the curriculum.

Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

Objectives

- To provide opportunities to broaden all areas of the curriculum for all children and promote learning.
- To set challenges not able to be provided on the school site.
- To engage in more diverse activities including physical, cultural, environmental and social experiences.
- To develop self-respect, self-discipline and responsibility, to care for others and work co-operatively.
- To become more aware of the community in which they live and the wider world.

Planning an Educational Visit

What needs to be considered before planning a visit?

Taking children outside the confines of the school gates will always carry an element of risk. However, it is important that these potential risks are outweighed by the potential benefits. When planning a proposed school visit, Group Leaders should consider the following points to ensure the visit provides a striking impact on the children involved.

- Will the children enjoy the visit and will activities generate enthusiasm?
- Does the visit provide relevant links with the children's learning and/or appeal to their interests?
- Will the activities involved aid progression in the children's physical/social/academic skills?
- Are the activities involved age appropriate?
- What is the suitability for children with educational, physical, medical or behavioural needs?
- What is the distance and length of journey?
- What will be the rough cost for parents?

Where possible, a preliminary visit should be made by the Group Leader. Depending on the level of risk associated with the activities involved, educational visits fall within three different categories. Each category requires a different level of planning, preparation, risk assessment and approval, as set out in OCC guidelines. Group Leaders should consider the category of their visit during the planning stage.

What types of visit fall into each of the three categories?

According to OCC guidelines:

- **Category A:** most visits in primary schools – no significant risks e.g. local walks, local field studies.
- **Category B:** some higher risk activities e.g. hill walking, camping, cycling in non remote areas.
- **Category C:** potentially hazardous activities; permission required from LA using the Endorsement Request and Guidance form also applies to all visits abroad.

Who approves educational visits?

Approval of all 'off site' activities, falling within category A or B, is at the discretion of the Headteacher. The Headteacher is also responsible for assessing the competency of the member of staff leading the visit (referred to as the 'Group Leader'). **Approval from the Headteacher and School Business Manager must be sought by a member of staff before bookings can be made and before any visits can take place.**

A brief 'Proposed Educational Visit Form' (Appendix 1), outlining initial plans, needs to be completed by the Group Leader and handed to the

Headteacher for approval. This must be done before any venues or transport are officially booked and at least 3 weeks before a visit is intended to take place.

However visits that fall within category C (overseas, residential, involving adventurous activities or activities at a water margin) will require the additional approval of the Local Management Board and the Local Authority. As such, they will need to be planned from 12- 4 months in advance, as per OCC statutory guidelines.

Exploratory visit

Wherever possible the group leader should undertake an exploratory visit to:

- Ensure that the venue is suitable to meet the aims and objectives of the school visit.
- Assess potential areas and levels of risk.
- Ensure that the venue can cater for the needs of the staff and pupils in the group.
- Ensure that the group leader is familiar with the area before taking a party of young people.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group.

The role of the Local Management Board

- To ensure that guidance is available, to inform the school's policy, practices and procedures relating to the health and safety of pupils on school visits.
- To ensure that the Head teacher is supported in matters relating to educational visits and they have appropriate expertise to fulfil their responsibilities.
- Ascertain what governor training is available and relevant
- Agree on what types of visits they should be informed about.
- Ask questions about a visit's educational objectives.
- Approve visits as necessary.
- Ensure that visits are approved, as necessary, by the LA.
- Ensure that all reasonable and practicable measures have been taken to include pupils with special educational needs or medical needs on a visit

Role of the Head teacher (Educational Visits co-ordinator)

Will ensure that:

- Visits comply with regulations and guidelines provided by the LA and DfE.
- Parents have signed consent forms if deemed appropriate by the EVC for the visit.
- The group leader is competent to monitor risks throughout the visit.
- Adequate safeguarding procedures are in place.
- All necessary actions have been completed before the visit begins.
- The risk assessment has been completed and appropriate measures are in place.
- Training needs have been assessed and the needs of staff and pupils have been considered.
- The ratio and competency of all supervision is appropriate.
- The LA or Local Management Board have approved the visit if appropriate.
- All medical arrangements necessary have been made.
- Arrangements are in place for any SEN children.
- Adequate first aid provision is available (paediatric First Aid trained member of staff on all visits)
- The mode of travel is suitable.
- All travel arrangements are known.
- There is adequate and relevant insurance cover.
- The address and phone number of the visits venue and contact name are available.
- The contact names and numbers for all the party (children and adults) are available
- There is a contingency plan for delays, including a late return home.

Role of the Group Leader

One teacher will have overall responsibility for the supervision and conduct of the visit and will have regard for the health and safety of the group. The group leader will have been appointed or approved by the Head teacher or governing body.

The group leader will:

- Obtain the Head teacher's prior agreement before any off-site visit takes place.
- Follow LA/governing body guidelines and policies.
- Appoint a deputy.
- Clearly define each group supervisor's role and ensure that all tasks are assigned.
- Be able to control and lead pupils of the relevant age.

- Be suitably competent to instruct pupils in an activity.
- Be aware of safeguarding issues.
- Ensure that adequate first aid provision is available.
- Undertake and complete the planning and preparation of the visit including briefing of group members and parents.
- Undertake and complete a comprehensive risk assessment.
- Review visits and adjust as necessary.
- Assess the suitability of the pupils involved.
- Ensure that the ratio of supervisors to pupils is appropriate for the needs of the group.
- Consider stopping the visit if risks are unacceptable and have an alternative plan in place.
- Ensure that group supervisors and the school have a copy of the emergency procedures.

Role of other staff

- To follow all guidelines and policies as directed by the group leader
- Be suitably competent to lead and control the group of children in their care.
- Be fully briefed on all aspects of the visit including:
 - ❖ Details of children in their group
 - ❖ Travel arrangements
 - ❖ Timing of activities
 - ❖ First aid arrangements
 - ❖ Emergency telephone numbers etc.
- Liaise with other members of staff.

Role of Volunteers.

All volunteers on trips should have a DBS clearance before supervising pupils on a trip. Under no circumstances should a volunteer who has not obtained DBS clearance be left unsupervised with children (including toilet trips). All volunteers must read and sign any risk assessment for the visit. However, volunteer adults must never be placed in a position of overall responsibility and should ensure they have adequate information and briefing prior to the visit.

Responsibilities of pupils

The group leader should make it clear to pupils that they:

- Must not take unnecessary risks;
- Must follow the instructions of the leader and other adults;
- Must dress and behave sensibly and responsibly;
- Look out for anything that might hurt or threaten anyone in the group and tell the group leader about it;
- Should not undertake any task that they fear or that they think will be dangerous.

Parents

The group leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for longer visits.

The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct.

Special arrangements may be necessary for parents for whom English is a second language;

Parents must:

- Provide the group leader with emergency contact number(s);
- Sign the consent form;
- Give the group leader relevant information about their child's health which might be relevant to the visit.

Risk Assessment

A risk assessment should always be carried out before setting off on a visit, using the appropriate Risk Assessment Evaluation Form (see Appendix 2).

What is a risk assessment?

A risk assessment is a thorough and detailed examination identifying any potential hazards likely to cause harm during a visit and specifying who they are likely to cause harm to. The worst case scenario for each of these hazards is considered and the level of risk for each one is assessed (high, medium or low). Specific control measures are identified for each hazard in order to reduce risks to an acceptable level (preferably low, but can occasionally be medium providing stringent measures have been put in place).

Why is it necessary to complete a risk assessment?

Completing a risk assessment promotes and encourages a rigorous and detailed thought process. It plays a crucial role in ensuring the Group Leader is well prepared for every situation. Should the worst happen whilst on an educational visit, this document provides the evidence that every measure possible was put in place and actioned to assess and minimise risk. Risk assessments are kept in archive for this reason.

What needs to be included on a risk assessment?

When completing risk assessments and identifying potential hazards, Group Leaders should consider the following:

What are the risks?

- Who is affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?

- Can the group leader guarantee that these safety measures will be provided?
- What steps will be taken in an emergency?
- What is the acceptable ratio of adults to children for this visit? (See section on Supervision.)

The group leader should take the following factors into consideration when assessing the risks:

- The type of activity and the level at which it is being undertaken;
- The location;
- The competence, experience and qualifications of supervisory staff;
- The group members' age, competence, fitness and temperament;
- Pupils with special educational or medical needs;
- The quality and suitability of available equipment;
- Seasonal conditions, weather and timing.

Who approves the risk assessments?

All completed risk assessments should be submitted to the Headteacher at least 48 hours before the visit commences. This is essential as it provides opportunities for discussion in which questions can be raised and, if necessary, allows time for further risk-reducing measures to be put in place.

Once a risk assessment has been completed and approved, Group Leaders are responsible for ensuring all accompanying adults read and sign the risk assessment prior to the commencement of the visit.

Group Leader are also responsible for ensuring all control measures are actioned. Group Leaders to take a copy of the risk assessment for their own records.

**If any significant incidents occur during the visit, on return, the Group Leader should make a written record and attach to the relevant risk assessment in the file.

First Aid

First Aid provision should be considered when assessing the risks of the visit.

The minimum first-aid provision is:

- A suitably stocked first-aid box there is a backpack to be used for school trips which is adequately stocked and should be returned immediately upon return.
- A trained paediatric first- aider appointed to be in charge of first-aid arrangements.

The Group Leader is required to check the list of medical needs for the children attending the visit (Kept in the office) to ensure they are aware of any child's particular medical needs and their medical care. All necessary medication, such as

epi-pens, inhalers, diabetic emergency kit etc must be taken on the visit and available to the child at all times.

Completed medical forms

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils. The Headteacher should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned.

Completed medical forms will be obtained from the parents/guardians prior to all residential visits. This information will be collated to ensure the correct administration of any medication. All medical information is kept confidential.

A signed medical form needs to have been completed by the parents/guardians for any medication to be administered by staff (including travel sickness tablets).

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Supervision

The Law does not prescribe activity or age specific staffing ratios. Instead it requires that the level of supervision and management is “effective”. However, the following ratios (below) have been given as a starting point. These are to be adhered to as an absolute minimum. However, without special safeguarding or control measures, these ratios will not be adequate to meet the needs for most residential or complex visits.

It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- Sex, age and ability of group
- Special needs pupils
- Nature of activities
- Experience of adults in off-site supervision
- Duration and nature of the journey
- Type of any accommodation
- Competence of staff, both general and on specific activities.

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly.

As general guidelines, the following ratio of adults to children should be used:

Early Years: As per the specific legal requirements for minimum ratios set out in the Early Years and Foundation Stage Framework. (These are complex and include requirements regarding the qualifications of the staff). As a guide 1:3

KS1: 1: 6 (as a minimum)

Year 3 and 4 1: 8

Year 5 and 6 1:10

Regardless of these suggested ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits.

Pupils must be supervised throughout all structured activities and free time for the duration of the visit.

However, it is acknowledged that some activities may involve aspects to encourage independence and investigation and that this may be the sole objective of the activity. When planning their visit, Group Leaders must consider the competency of all participants to be remotely supervised and the competence of supervisors to supervise.

Transport

If travel is by coach or minibus, all pupils and staff must wear a seatbelt. Staff must ensure that pupils comply with this rule. Coaches to be booked through reputable company.

If any pupils are to travel in a car belonging to a member of staff, the staff member must have produced insurance documentation, MOT certificate and a valid driving license. A volunteer driver declaration (VDD) also needs to be completed.

Parent Information and Consent

A generic permission slip for 'low risk' visits in the immediate area is sent out to all children in September. On return of this consent form, it is valid for the duration of the academic year. Staff will always endeavour to notify parents/guardians when these local excursions are planned.

For Category A visits that take place beyond the immediate locality, further consent needs to be sought. To enable parents/guardians to make an informed choice when granting consent, the following information needs to be given. This information should be communicated via a letter and return slip, sent out **no later than 1 week** in advance. (If there is a charge for the visit the consent and letter should try go out 2 weeks prior)

- The date and timings of the planned visit
- A breakdown of costs and deadlines for payment
- The reasons/objectives behind the visit
- The nature of any activities
- The mode of transport
- A list of necessary equipment

For Category B and C visits. The following information needs to be communicated. This should be done via a combination of both letters and parent information meetings, providing the parents/guardians with the opportunity to ask questions and raise concerns. For residential visits, the first parent information meeting needs to take place more than 6 months in advance.

- Daily itineraries
- Dietary provision
- Safeguarding measures
- Supervision and Loco Parentis
- Medical procedures
- Emergency

CRITICAL INCIDENT PROCEDURES

What is the procedure in the event of an emergency?

The Group Leader must ensure that full details of the visit are retained at school by office staff/headteacher who can be contacted if there are changes of plan or if there is an emergency. If visit takes place outside of school hours, the Group Leaders should take all emergency contact details of the children involved in the visit.

- The Group Leader and staff must be familiar with and act in accordance with the HASPEV Emergency Procedures listed below:
- Seek immediate medical attention for any casualties
- Ensure that any casualty going to hospital is accompanied by a teacher
- Maintain adequate supervision for the remaining group members
- Notify the police and or the British Embassy as appropriate
- Keep the emergency school contact informed of the nature, date and time of the incident, location, names of casualties and details of their injuries, names of others involved so that parents can be reassured.
- Record accurately, as soon as possible, all relevant facts and witness details and preserve any vital evidence.

Residential Visits

Residential visits must have approval from the LA. A 'Residential Educational Visit Guidance & Endorsement Request' form (see appendix 2) and must be submitted to the LA's Educational Visits Advisor 30 days before the trip. Risk assessments relating to any residential centre must be appropriate and a school risk assessment (see Appendix 1) also carried out to cover travel to and from the residential venue.

Signed:		
	Headteacher	Chair of Local Management Board

Checklist for Group Leaders

Before the visit

- Research venue and, if possible, conduct a preliminary visit.
- Fill in the 'Planning for School Visit Form' at least two weeks before the visit, for the Headteacher /SBM to approve (check against school diary first)
- Once approved, book venue and transport via school office send out relevant form/letter to parents
- Monitor permission slips received back and, if necessary, chase up any that are still outstanding. Complete risk assessment(s) and submit to HT at least 48 hours before visit.
- Ensure all relevant staff are aware of the contents of the Risk Assessment
- Write an itinerary/timetable for the day and group the children

On the day of the visit

- Gather first aid kits/adult survival kits Gather buckets in case of travel sickness
- Take all necessary medication (epi-pens, inhalers etc)
- Brief supervising adults and give them their list of children.
- Ensure all supervising adults have read and signed the risk assessment(s).
- Ensure that supervising adults have a mobile phone (and are aware of Mobile Devices Policy) and that they are able to contact the Group Leader during the visit. Count pupils and remind them to take all necessary belongings with them (coat, packed lunch etc)
- During the course of the visit, pupils should be counted regularly as appropriate, and always when changing locations. Always double count.

After the visit

Make a written record of any significant incidents and attach to risk assessment in the archive file.



St Thérèse of Lisieux Catholic Primary School – School Visit Planning Form

Appendix 1

YEAR GROUP	
Date of Visit	
Number of children	
Number of adults	
Additional helpers required and how many	
Adult / child ratio	
Risk assessment provided to school office – date	
Venue Booked and date booked	
Charge for venue	
Time for leaving school	
Return coach pick up time	
Transport company used and date booked	
Charge for transport	
Other charges	
Packed lunch required	YES / NO
Special instructions eg drink / snack / clothing	
Date Glenda informed if necessary	
Charge to children	
Letter & consent issued	
Class list provided to class teacher to record consent and money	
School fund / private fund	
Venue paid (agresso number or cheque number)	
Transport paid (agresso number or cheque number)	
Other charges paid (agresso number or cheque number)	



St Therese of Lisieux Catholic Primary School



Risk Assessment Front Page

*The following information and Risk Assessment must be completed by the Group Leader and given to the Headteacher at **least 48 hours** prior to the trip. Individual Risk Assessments where required should also be provided.*

Group Leader	
Place of Visit	
Year Group and number of children	
Date of Visit	
Visit approved by HT/SBM	
Details of Pupils with medical conditions	
Named Staff and Volunteers on the visit	
Contact Number for Group Leader	
Bus Company contact Number	
Adult to pupil Ratio for this visit (Agreed by HT)	
Risk Assessment Attached	

Signed Group Leader:

Date:

Headteacher:

Date :